DOCUMENT RESUME

ED 120 065 SO 008 967

AUTHOR	Gillespie, Judith A.; Lazarus, Stuart
TITLE	Busing in Boston, Teacher's Guide: Political Issues. Comparing Political Experiences, Experimental Edition.
INSTITUTION	American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.
SPONS AGENCY	National Science Foundation, Washington, D.C.
PUB DATE	75
NOTE	71p.; For related documents, see SO 008 957-972; Questionnaire may reproduce poorly due to marginal legibility of original document
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	Case Studies; Class Activities; Conflict; Conflict Resolution; *Course Objectives; Documentaries; Grade 12; Instructional Materials; *Political Issues; *Political Science; Politics; Primary Sources; *School Integration; Secondary Education; Skill Development; Social Studies Units; Teaching Guides; Teaching Procedures
IDENTIFIERS	*Comparing Political Experiences; High School Political Science Curriculum Project; Massachusetts (Boston)

ABSTRACT

This teachers guide to unit two of the second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of the four student activities on the Boston busing controversy. In addition, the guide gives instruction for coordinating the use of the student materials, audiovisual material, data packet, and skill kit for the unit. Knowledge objectives, analytical skill objectives, moral-reasoning skill objectives, participation skill objectives, and the instructional design of the course are described in the introductory section. A main objective of the study of the conflict in Boston is to move beyond the concrete examples to knowledge of abstract political concepts applicable to any situation. Included are reaction forms to be filled out by the teachers to evaluate the effectiveness of the unit. (Author/DE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

MAR 02 1976

EXPERIMENTAL
MATERIALS

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Judith Gilkspie
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED120065

COMPARING POLITICAL EXPERIENCES

POLITICAL ISSUES

BUSING IN BOSTON

Teacher's Guide

Judith Gillespie
Stuart Lazarus

High School Political Science Curriculum Project
Social Studies Development Center
513 North Park Street
Indiana University
Bloomington, Indiana 47401

SO 008 967

These experimental curriculum materials are part of a high school course, Comparing Political Experiences. The materials consitute one unit of one semester, Political Issues. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. The project is supported by funds provided by the National Science Foundation. These materials cannot be duplicated, reproduced or used in any manner without the specific written approval of the High School Political Science Curriculum Project.

© copyright, 1975 /The American Political Science Association

PREFACE

"Busing in Boston" is one unit of a year long course, Comparing Political Experiences. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information. "Busing in Boston" is one of four topical units in the Political Issues course.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and Stuart Lazarus carry primary responsibility for the development of the "Busing in Boston" unit.

The first field test of "Busing in Boston" is taking place during the 1975-76 school year. The unit will be pilot-tested in schools across the nation. Through formal evaluation, site observation, and informal feedback, we hope to determine the major strengths and weaknesses in this version of the materials. In the past, we have found this kind of testing to be invaluable in contributing to revisions of our work.

At this stage of the development of the materials, we will seek advice and criticism from a wide range of sources regarding the content and instructional methodology in the materials. We encourage anyone who has ideas regarding the materials to send them to us. The strength of the revision depends on such feedback.

Judith Gillespie
Stuart Lazarus

INTRODUCTION

The teacher's guide for "Busing in Boston" is designed to provide specific objectives and instructional procedures for each of four activities which focus on the Boston busing controversy. In addition, the guide provides instructions for co-ordinating the use of the student book, audio-visual material, data packet and skills kit for the unit. It is important to have an overview on the Political Issues course as a whole and the place of the Boston busing unit within it. This introduction will provide a statement of the general rationale, objectives, procedures and evaluation materials for the course and the unit.

General Rationale

Four units comprise Political Issues. Each unit focuses upon a separate issue which illustrates one political experience. The political maintenance unit will be based on a study of the United Mine Workers Union between 1918 and 1975 and its fight to secure mine safety standards. The political change unit will focus on changes in the communities of San Bernardino and Riverside as they confront the issue of smog from nearby Los Angeles. Cummins Engine Company and employee job secruity during its growth as a multi-national corporation will provide the content for the political development unit. The political conflict unit, "Busing in Boston", will be based upon the Boston school desegregation issue as it affects South Boston, Hyde Park, and Roxbury High Schools.

Political Issues serves two general purposes for the entire Comparing Political Experiences program. First, it helps students expand their knowledge from the first semester course. In this way it affords students the opportunity to practice the range of skills introduced in the first

semester as well as additional skills introduced in the second semester. To make these links with the first semester titled Political Systems, the second semester course investigates in depth the four political experiences of maintenance, change, development, and conflict. A second major purpose of the course is the creation of an alternative to problems of democracy, world politics, or other elective courses at the eleventh or twelfth grade levels. For this purpose, teachers can use the four units sequentially or they may use them independently as mini-courses.

Five general goals underly the development of instructional material for Political Issues. First, the course teaches a framework for viewing political life as a system. Secondly, it aims to impart understanding of common political experiences. The experiences of maintenance, change, development and conflict will become the central concern of the units developed for this course. Only by understanding common political experiences can students make sense of changes in political systems over time. Third, the course includes opportunities for students to practice various analytical skills. These focus upon improving student ability to organize and evaluate knowledge in general ways. Fourth, Political Issues gives students opportunities to practice skills of moral reasoning, an added dimension of the CPE program. Students are asked not only to analyze situations but to reason about the rightness or wrongness of the actions taken by characters in them. The fifth general goal of the second semester course is the development of participation skills including involvement in activities both inside and outside of the school.

Beyond these five goals of Political Issues lies the overriding goal of the entire CPE program, the promotion of student social self-fulfillment. The knowledge, analytical and moral reasoning skill goals

seek to encourage individual growth on the part of students. The participation component of the course is designed to capture the group dynamics of politics. Hopefully, through the participation component, students will understand that group behavior lies at the heart of political life. By pursuing goals which increase individual and group growth simultaneously students will move toward the goal of social self-fulfillment. These general objectives of the course are designed within the categories below.

Objectives

Knowledge Objectives. Political Issues aims to impart knowledge of facts, concepts, and generalizations. Each type of knowledge becomes valuable to students of the course. Knowledge of facts can help students in several ways. Since we carefully chose topics with implications both for today, and for the future, we feel that learning something about these topics can sensitize students to recognize topics with similar attributes. More importantly, however, is that facts can serve as useful handles to help students acquire knowledge of concepts. In learning the concept of political conflict, knowledge of busing in Boston can service students as a concrete example of a system experiencing conflict. Students can refer to the development of the busing issue since the Racial Imbalance Act of 1964. They can observe the changing patterns of political resources and activities in Boston during this study. Learning about busing in Boston will serve to concretize the concept of political conflict for students.

Another knowledge objective is that students move beyond the concrete examples to knowledge of abstract concepts applicable to any situation. This is a necessary though difficult step to becoming an independent

thinker. Student knowledge of the concept conflict will enable them to understand that experience whenever they confront it. However, students can always draw upon a concrete case of conflict, the Boston school desegregation issue.

These concepts are not merely the pets of curriculum developers isolated in far-off universities. If they were, we would be satisfied if students could memorize and recite their definitions. Ideally, students will move from the Boston issue as an illustration of the experience conflict, to knowledge of the concept conflict, and beyond to extending this knowledge of conflict to their own activities. Students should be able to recognize examples of conflict around them. This conceptual knowledge of conflict should help students to confront and to cope with instances of conflict more successfully than before they took the course. The same argument applies to knowledge of the concepts of maintenance, change, and development.

In addition to the political experience concepts, Political Issues aims to give students knowledge of other concepts used in Political Systems. The concepts of systems, resources, and activities become powerful analytical tools for students to use in describing the various political experiences presented in the course. The concept of system can provide students with a common frame of reference for viewing the Boston schools, Cummins Engine Company, the city of San Bernardino, California, and the United Mine Workers Union. The concepts of activities and resources are so common to political experiences of any type that they become powerful organizers for students.

Skill Objectives. Political Issues will include opportunities for students to develop their abilities to use a variety of skills. While

some of these opportunities will appear with the text material, many of them will be contained in a separate skills package accompanying the course. Teachers might use some skill activities and ignore others. The developers through a teacher's guide can suggest what skills to focus on in various parts of the course. However, classroom teachers are often better able to make judgments about the needs of their individual students. If teachers feel certain skills should be emphasized, the separate skills package will provide a reservoir of activities from which to choose. Skill objectives fall into three general categories: analytical skills, moral reasoning skills, and participation skills.

Analytical Skills. To make sense of political experiences around them, students need the ability to use a variety of analytical skills. A prerequisite to using knowledge successfully is student ability to comprehend material they see in various forms. For example, newspapers present students with maps, charts, graphs, pictures, and interviews. One set of analytical skill objectives represents student ability to translate and to interpret such data. The objectives also stress student ability to formulate questions about political experiences, to speculate alternative answers and to bring evidence to bear on each of them. The course further emphasizes student ability to compare political experiences in a variety of settings including school, work, national, and multi-national areas. Achievement of the objectives will contribute to student ability to conduct independent inquiry about political life. The general analytical skill objectives follow:

1. Students will be able to translate, interpret, and extrapolate information about politics.

2. Students will be able to formulate questions from data presented to them about political life; they will be

able to clarify these questions and restate them in the form of clearer, more precise questions.

3. Students will be able to hypothesize alternative answers to the questions they formulate.

4. Students will be able to organize and bring evidence to bear on hypotheses about political life.

5. Students will be able to formulate generalizations to describe political experiences.

6. Students will be able to compare political experiences in a variety of settings.

7. Students will be able to apply their knowledge of political experiences.

8. Students will be able to speculate alternative future trends in political experience and to recognize the consequences.

Each of these objectives appears in the sequence of activities in the "Busing in Boston" unit.

Moral Reasoning Skills. Moral reasoning skills represent another category of skills emphasized in Political Issues. The course will provide students with a structure for thinking about moral issues and opportunities to apply the structure. The course aims to promote individual student ability to reason about the rightness or wrongness of an issue. It does not seek to measure the level of cognitive moral development attained by students in the course. However, theories of cognitive moral development will guide the writers to design material appropriate to the students. The moral reasoning skill objectives follow:

1. Students will be able to articulate the moral characteristics of a situation.

2. Students will be able to state a position concerning the issue(s) identified: they will be able to clarify their position and restate it.

3. Students will be able to give reasons for the position stated: they will be able to justify the reason given in light of all the circumstances in the issue.

4. Students will be able to consider alternative positions: they will be able to reflect on their position and to reconsider it in light of other positions.

5. Students will be able to restate a position after clarfication, and reflection.

Moral reasoning activities as well as other activities throughout the course will emphasize active listening by students. Students will be encouraged to listen and to respect the ideas and feelings of others. There are several moral reasoning activities in the "Busing in Boston" unit.

Participation Skills. Political Issues takes off from Political Systems in extending participation activity to a variety of settings. While Semester One emphasized participation in the school, Semester Two provides opportunities for participation in the school setting, the work setting, and the local community setting. Opportunities will be continuous in a single setting; that is, students can choose participation activities in the work setting across all four units. We feel that this chance for intense and continuous participation in a single setting will enhance student development of participation skills. The activities will imply a variety of roles students might assume. They are included in the participation activities which follow.

1. Students will recognize themselves as political actors.

2. Students will be able to assume observer roles in group settings.

3. Students will be able to assume supporter roles in various political activities.

4. Students will be able to assume advocate roles in various political activities.

5. Students will be able to assume organizer roles and mobilize individuals to accomplish a task.

In addition to role play activities, students will also learn specific participation skills in each of the units in the course. In the "Busing in Boston" unit, they will acquire skills in conflict management. These skills should prove useful to students in political situations in their everyday lives.

All of the goals and objectives of the course will be carefully integrated in the development of Political Issues. Hopefully, the course will become an exciting extension of Political Systems as well as an interesting substitute for a variety of eleventh and twelfth grade electives.

Instructional Design and Procedures

Many features of the instructional design for Political Issues are similar to those for the first semester course. We have the same interest in mastery learning, in instructional variety, and in transfer of learning. However, many of the instructional ideas will be significantly different from those of the first semester. The following paragraphs are designed to lay out some of those differences and ways we will go about developing lessons.

Five instructional design features of Political Issues will be discussed in the paragraphs which follow. There will be a discussion of the use of "documentaries" as a basis for the development of units. There will also be discussion of a student-centered approach and what it means in terms of the second semester activities. We will then outline an approach to concept learning and its implications for the development of materials. We will also refer to the use of the school, work settings and the community for participation activities. Finally, we will present our ideas about a skill kit and its use. Each of these aspects of the

course are not unrelated. Documentaries will be used as springboards for skill learning. They will also be used for concept development. Therefore, the various components of the instructional design are highly interrelated and should be viewed as pieces of a whole cloth.

The use of documentaries. A documentary can be defined as an extensive treatment of a well-defined topic. The nearest analogues are probably white papers produced in print or through various visual media, or some of the standard programs such as NOVA on PBS. Documentaries represent the core of instruction for each of the four units in the second semester course. The reasons for using the documentaries are several. One reason is that we want students to have enough of an information base about a particular political unit or issue to work with concepts and skills in terms of a great deal of information about some small segment of political life. Another reason for promoting documentaries is that they give us flexibility in unit development because we are able to use them as a base for many other activities in the course. We can therefore have a wide variety of types of activities and still retain a systematic and well-developed core of materials through which students have consistent and continuous contact. A final reason for using the documentaries is that we believe that if they are presented in a dramatic and interesting way, they will hold students' interest and seem relevant to the types of political situations that they see in other media, whether it be in magazines or on television.

Each of the four units are based on a different documentary. The documentaries were chosen purposefully on three criteria. First of all, we wanted cases which would stretch across multiple units of analysis. Therefore, we have a school case in the Boston School desegregation issue.

We have a case of interest group organization in the United Mine Workers Union, a community-national case in the pollution control issue in San Bernardino and Riverside, and an international case in Cummins Engine Company. The cases were also chosen because we thought they were relevant to students' everyday lives. The school cases can be relevant for some students as they participate in a school environment on a regular basis. However, students also participate in work environments, and the Cummins case was selected so that we could get good information about work environments as political systems. We chose the United Mine Workers case because we wanted students to see how politics operated in a union. In one or another way, many students entering the work environment will also enter the environment of unions and other interest groups. Students who work in communities may also encounter political party or other interest group organizations and we wanted students to get some experience in seeing how interest groups operate. The air pollution case focuses on community life and major changes in lifestyle which directly affect community members. It also demonstrates national-community government relationships and how EPA rulings can affect local community members. Therefore, the documentaries provide stimulating and important issues for students to study which are relevant to their everyday lives and which they can explore across multiple levels of analysis and extend their understanding of political life.

The documentaries also include a rich base of primary source data. We decided that we needed to avoid long descriptive commentaries on what was happening and use material which showed people talking in their own words about what was happening to them. We think that the primary source data will make a major difference in the transfer of learning from the

course to other situations. We feel that a dramatic and personal approach with primary source data is necessary in order for students to transfer what they are learning into other settings.

The kind of impact that primary source data can have is well illustrated by one of the comments made by teachers we interviewed at Hyde Park. The comment illustrates what was going on at the school in a way that we could never have written about it.

> "There's been lots of things. There's been what was going on in one of my classes when they had a big thing going on downstairs. There were police sirens whistling and people running through the corridors. And I had a class. A few of the kids wanted to look around and see what was going on. Most of my kids sat down, did their work, and asked questions about the work while this was going on. I mean I think the reason is that most of these kids are just fed up. They have a tremendous tolerance level. My guts were coming out and they were sitting in class and doing their work. The police were in the corridors and the intercom was telling people to come out. And there the class was. I thought, 'You guys are wonderful, and you're not getting any credit.' They're being considered like some kind of monsters. They're really not."

The teacher is expressing in her own words what many of the students and teachers at Hyde Park told us. For them, the conflict had become so routine that a particular incident would have no impact. Yet, the long term impact of the conflict would be felt by everyone in the school. We could say this in our words as developers, but the primary source data makes it much easier for students to see what happens in a conflict situation.

The documentaries are developed so that we can illustrate the knowledge objectives that we have for the course. Students are able to use the documentaries as a base for identifying and applying concepts and understanding why political experiences come about. They are also able to use documentaries in a different way. We have created a skills kit which allows students to experience analytical skill and moral reasoning lessons

throughout each of the four units. Therefore, the kit serves as a grab bag for the teacher who will be instructed that at various points in each of the units, students are to use one or more of the analytical and moral reasoning skills lessons. In addition, the documentaries demonstrate a variety of ways people participate in political life. Role profiles can be built which will aid students in exploring different roles they can take in political settings relevant to them. In these ways, the documentaries promote a concrete knowledge base for the course, a variety of bases for undertaking skill activities, and important springboards for undertaking participation activities.

Student centered lessons. We noted that many of the materials we have produced so far have not seemed to hold the interest of students or seem relevant to them in their everyday lives. We, therefore, decided to take this criticism seriously and to feature important topics for students in the course. This is done in a variety of ways. One way is to include "real people" in the course. We have tried to include original data from students, teachers, parents, and other community members in many of the units. We have gathered interview data on the average student worker or family member in order to make these characters as real as possible for the students. In this way they can see that people like them are faced with all of these situations and have reactions which are very natural and perhaps very similar to their own.

One example of invaluable student commentary that can be gathered using this kind of an approach is found in the Boston school desegregation case. When we were interviewing at Hyde Park High School in Boston, one of the students made the following response to how his life had changed as a result of the conflict at Hyde Park High School.

> There's policemen on each corner, where last year you were sort of free. I mean you had to have a pass to be in the corridors and things, but there were so many other activities and everything and the whole surrounding was so much nicer. There wasn't any tension or anything. You know, everybody got along with everybody, the football team, the basketball team, everything, you know, everything was good. This year it's different, police on every corner, aides in every corner, no lunches, you know, we had lunches every day. The gym was open, we could play ball. Extracurriculur activities -- there was intramurals. There's no intramural this year. There's nothing. We had a flexible campus last year. We'd come to school from 8:30 to 2:00. We had a seventh period you can do something else. This year there's none of that. We have none of that. We have nothing.

We didn't think it would be easy for us to develop this kind of data, and, therefore, we sought student interviews. This kind of student commentary in their own language should serve as a useful kind of evidence for students that conflict can indeed affect the everyday lives of students like themselves.

The course is also student-centered because it taps a variety of applications that are relevant to students. It begins with material about students and other people who are part of the communities in which students live. We use these types of primary source data to begin to move from the students' own environment to the consideration of other political units at the local, national, and international level. In this way, the student can understand the ideas, concepts and skills in their own terms in their own world before they move to other levels of analysis.

There is also an affective orientation to the course which is highlighted by two things. One, we feel the need to work with the value orientations and attitudes of students in relationship to politics. Therefore, we spend considerable time asking students how they feel about situations and asking them to express their opinions on a wide variety of political phenomena which are illustrated by the documentaries.

In this way, we consistently attempt to have the students put themselves in the position of the actors in these situations and to relate these situations to their own personal feelings and desires.

Another aspect of the affective orientation is that we intend to work on some basic interaction patterns between students. We think it is impossible for students to operate in a second semester course without being able to take on basic active listening roles and considering the opinions of others. We also think it will be impossible for them to work effectively without having some basic lessons in working together in groups with various purposes and in various ways.

An approach to concept learning. It has been our approach to teach concepts in a rule-example style. In the second semester course our desire is to have students know the facts of a case well before they encounter a concept. The documentaries should give students a core of knowledge which will allow them to bring a great deal of evidence to bear in the instances and non-instances of a concept as well as to use a concept in a context in which they are familiar. Too many students seem not to know very much about politics at all. Because of this, they cannot surface their own examples to apply them to definitions. We use the documentary as a base for giving students the facts and having them then apply concepts to the documentary. As a result of this strategy, knowing facts becomes an important objective of the course, and students are required to know selected aspects of the four cases on which the units are based.

The laboratory base. Just as the school has been used as a laboratory in the first semester course, the students are now able to extend their knowledge out of the school into the work environment in the community. We have created the opportunity for students to work for a whole semester

in a single setting. That setting can be at work or in some community organization or in the school. They will not have to worry whether everything they learn applies to the setting, but they will have periodic and continuous opportunities to apply their ideas and to practice skills in the setting which is important to them. This kind of continuous work in a single setting and the continuous opportunity for participation in a variety of ways, should provide a base for extending students' knowledge and skills in participation in the course.

An important point about the flexibility of the course can be made here. There will be a participation kit which will be part of a general skills kit for the course. Students will be able to practice roles in any sequence and order that they choose across the four units. Therefore, students can tailor which particular roles they learn at which times by what is happening in the setting in their own particular skills. This is a different approach from the first semester course, where we taught a skill and we wanted students to find a place to apply it. Here we are saying "find a place in which you can apply a wide variety of skills and then determine which skills you need to practice in which order." This kind of flexibility will give a teacher a setting through which the course can be adapted and an order to fit the needs of the student in the particular setting in which the student is working.

The skills kit. We are designing a skills kit which will include analytical skill lessons, moral reasoning skill lessons, and participation skill lessons. Each of these components will be described below.

The intellectual skills portion of the kit is formatted on a programmed instruction basis. In this way, students who need certain intellectual skills that other students don't need, for example, the

ability to ask good questions, will be able to use the kit without making it an entire classroom endeavor. On the other hand, if an entire class needs a lesson, they will be able to go through the programmed instruction lessons in groups so that they can become a whole class exercise. The flexibility is necessary and important for teachers who have students of widely varying ability or students who have mastered certain key analytical and moral reasoning skills and not others. A teacher should be able to use any of the intellectual skills lessons in the kit in any order in any of the four units. Therefore, there will be several suggestions for sequences through which the teachers can use the skill kit and a teacher can tailor the use of the skill kit to the individual needs in a classroom. By the end of all four units we would expect students to achieve the analytical and moral reasoning skills which are the core of the course, but the order and sequence in which they are learned is left to the teacher.

We have also built participation exercises which are part of the general skills kit and include lessons in developing participation skills as well as application or direct participation experiences in the school, local communities, and work settings. The participation portion of the skills kit is as flexible as any other. It includes lessons on building participation skills such as making decisions and working in groups. These skills can be practiced in any classroom for any teacher's purpose; it will also direct participation experiences which students can undertake on a long term, full semester basis so they can transfer the knowledge and skills that they have learned into a political setting that is important to them. This allows students who have taken the first semester course of CPE to omit many of the skill building exercises and go into an

extensive participation experience in a single setting in the second semester. It should also allow students who have not taken the first semester of CPE to build participation skills and get some ongoing experience in a stable political environment.

Throughout each of the units, activities from the student materials are sequenced together with activities from the skills kit. This guide will provide specific instructions about when to use the skills kit. The kit itself provides instructions about what to do for a particular lesson. Therefore, when the first skill exercise is suggested in Activity Two of this unit, teachers should turn to the section of the skills kit which is suggested and choose a lesson which will be appropriate for their students. The skills kit contains all necessary instructions for each skills lesson.

Schedule of Activities

Each of the units in Political Issues are designed to take approximately 3-4 weeks of class time. It is difficult for developers to estimate how long a particular activity will take, but a schedule for this unit can be outlined as follows:

Schedule for "Busing in Boston"

Activity	Estimated Teaching Time (50 minute class meetings)
1. All Those Arrested	1-2
2. Us and Them	7-10
3. Getting It Together	5-7
4. Busing and the Future	4-5
Mastery Test	1

Evaluation

The importance of evaluation in a pilot test of a course cannot be underestimated. Feedback from the evaluation provides key ideas for the revision of the materials. A Mastery Test has been designed for the end of this unit which will measure student achievement of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjuction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each activity, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the teacher's guide and mailed as soon as possible. It should be noted that there are <u>two</u> forms for Activity Two in "Busing in Boston." It is a long activity and information will be most valuable if it is gathered in the middle and at the end of the Activity.

The evaluation will also include student reactions, gathering information from site observations, and obtaining critiques from scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

ACTIVITY ONE: ALL THOSE ARRESTED

Activity One is based on an audio-tape, "All Those Arrested." The audio-tape is designed to introduce students to the concept of political conflict. The tape has three parts. The first part focuses on Judge Garrity's courtroom. It outlines the court order for busing in Boston. Sections of the court order are interrupted by student comments on what is happening in the schools as a result of forced busing. The second part of the tape centers around a School Committee meeting in which parents are testifying about conditions in the Boston schools. The final part reflects a conversation between two students on what is going on in Hyde Park High School. Altogether, the tape gives students a multidimensional introduction to the Boston busing conflict.

As students move through the audio tape, they should have many reactions. The purpose of the tape is to have class discussion through which students can surface their ideas about busing, find some relevant examples of conflict, and slowly focus in on a formal definition of conflict. The definition of conflict on which the unit is based is presented and explained in pages 20-21 of the student materials. It is helpful to read these pages before you begin teaching the unit. You may also want to read the script for the audio tape which is contained in Activity One, pages 1-19 of the student materials.

Instructional Objectives

As a result of working with Activity One, students should be able to achieve the following objectives:

1. To identify examples of conflict in the Boston busing case. Partial achievement of this objective can be demonstrated by responses to class discussion questions at the end of each scene in the audio tape. Final mastery of this objective can be measured by correct responses to questions on the Mastery test for this unit.

2. To state a definition of political conflict. Partial achievement of this objective can be demonstrated by responses to class discussion questions at the end of the final scene of the audio tape. Final mastery can be determined in Activity Two.

3. To identify and interpret information relevant to acquiring knowledge about conflict in the Boston busing case. Achievement of this objective can be determined by responses to class discussion questions at the end of each scene in the audio tape.

Instructional Procedures

Activity One is a short, one day lesson which focuses entirely on getting across the idea of conflict. The format for achieving objectives is class discussion. There are three separate times designed for class discussion, one after each of the three scenes in the audio tape.

You should indicate to students that they are about to start a unit about political conflict. The core of the unit will focus on the Boston busing conflict. You should then explain briefly each of the three scenes in the audio tape.

The tape is 13 minutes long (7½ IPS). Each scene is 4-5 minutes long. You should stop the tape at the end of each scene (there is a short leader before each scene) and use the discussion questions below to help students to spin ideas about what this conflict is and to move students toward a general definition of political conflict. Appropriate responses are given for each question. However, you should attempt to keep the discussion open and accept a wide range of ideas for each question. Students will learn much more about these ideas in later units.

Questions for Scene I: Judge Garrity's Court

1. What is Judge Garrity saying in this scene?

   Students should focus on the idea of equal educational opportunity. Garrity is trying to give all students equal opportunity for the first time in the Boston schools. He is doing so by ordering the Superintendent and the School Committee to stop discriminatory school attendance policies and, in effect, ordering busing in accordance with the State plan.

   Students should be able to identify important information in the Judge's comments. If they are unable to do this, play this section of the tape again and ask students to pick out important phrases in the Judge's statements. Being able to identify relevant information in a presentation such as this one is a key objective in this activity (see objective #3).

2. What is Judge Garrity's goal?

   Equal educational opportunity. Probe to make sure students understand the 14th Amendment.

3. What reactions do the students have to the Judge's statements?

   What follows is a list of some possible responses:

   1. People don't have a choice of which school to go to, especially with forced busing.
   2. People are fighting too much to learn anything.
   3. There is a lot of tension.
   4. People are more prejudiced as a result of busing.
   5. Normal extracurricular activities have been suspended and school is an unpleasant place to be -- it's a risk to go to school, not an opportunity.

   Again, if students can't pick out relevant reactions, replay the tape. They should be asked to listen carefully and pick out major ideas in what students are saying (see objective #3).

4. What seem to be the major contradictions (points of difference) between the Judge and the students?

   This question is designed to probe the idea of conflict. The Judge thinks busing will promote equality in education. The students think education has been disrupted because of busing. The Judge wants people to be equal. The students think busing has made people more prejudiced. Students who liked school also think busing has made their school worse rather than better.

Questions for Scene II: School Committee Meeting

1. What problems do Mrs. Norwich and Mrs. O'Connor find in the busing situation in Boston?

   Both parents think the schools are a mess. Both are against busing. Mrs. Norwich sees students wearing their coats all day and going to inferior schools because of busing. Mrs. O'Connor thinks that people will move from the city because of the tension.

2. What problems do Mr. Galliota and Mr. Kerrigan see?

   Mr. Galliota sees an administrative problem. There is a lot of paper work involved in getting lockers. Mr. Kerrigan sees a racial and economic problem. The city will be left to the poor and the black. There will be no quality education as a result and there will be greater tension.

   If students have trouble outlining these problems, replay this part of the tape. The skill of choosing important information out of material such as this is an important skill (see objective #3). Ask students to listen carefully and pick out major ideas.

3. Is "equality" an outcome of busing according to this scene? What is unequal about the busing situation?

   Equality is an outcome because racial balance is improved in the schools. At the time this material is being written, there is also a great deal of inequality in the system. Some schools have heavy busing; others have very little. Therefore, education is disrupted in some schools and not others. Probe with the students whether the busing situation seems, at this time, to have promoted equality and what equal educational opportunity means to them.

4. What are the major contradictions between Judge Garrity, the parents and the School Committee over the busing question?

   Students should see that Judge Garrity wants equal educational opportunity through busing. The parents think that the schools and education are being torn apart by busing and it should be stopped. The School Committee seems to say that busing is promoting school department problems as well as contributing to the general flight from the city to the suburbs. The contradictions are in equality vs. quality education; desire for the status quo vs. change; and order vs. violence.

5. Is there a conflict in either the court scene or the School Committee scene? If so, what seems to be the focus of the conflict?

   There are conflicts in both scenes. In the court scene, there are contradictions in ideology and other political resources. The Judge is promoting a change in the distribution of resources

(educational opportunity) which contradicts past practice. Students are generally opposed to this change. In the School Committee scene, there are also contradictions in political resources. Facilities like lockers are unequal and ideologies are again in opposition. In addition, the School Committee is losing its power and many other groups are involved in the policy process. The focus of the conflict is on the contradiction in political resources like influence and wealth compared to past practices.

It is important here that students can find examples of political conflict (see objective #1). They should see that conflict is more than opposition between two groups. It is a process that involves major shifts in patterns of political resources. It is these shifts in resources that characterize conflict, whether or not there is open violence or debate.

6. State a definition of political conflict as you understand it from hearing the audio tape.

Students should be able to come up with a variety of ideas about how conflict can be defined. Ask them to state what important factors they think they see in the Boston case. Then ask if any of these factors might be true for other conflicts. Try to move students to see that one essential characteristic of any definition of conflict is that there are contradictions in patterns of distribution of political resources. Violence need not be a key characteristic. Leave the definitional question open for the next scene (see objective #2).

Questions for Scene III: Two Students on a Bus

1. What events are happening at Hyde Park High?

Several events are referred to in this scene. Buses have been stoned. Classes have been interrupted. Going to school has become a problem both in academic work and extra-curricular activities. Try to get students to identify what is happening and who is saying what. If they cannot, have them listen to the tape again. The skill of picking out relevant information is important here (see objective #3).

2. What are some contradictions between what is happening at Hyde Park and what usually goes on in most schools?

Usually, Hyde Park would be a largely white, relatively quiet school where most people's goals focus on education. As a result of busing, the racial and economic composition of the school has changed. There is a great deal of tension and very little education is going on. Busing has produced contradictions in the distribution of resources and the normal activities of the school.

3. This scene demonstrates another example of conflict. What is the conflict about?

   The conflict is over the contradiction between normal school activity patterns and changes that have come about because of busing. In this case, students are acting differently. They are participating in mass action; they are cutting out extra-curricular activities; they are interrupted in classes. Students should clearly see and provide examples of contradictions in activity patterns (see objective #1).

4. Think about the definition of conflict you stated previously. Does the definition still make sense for this scene on the bus? If not, how would you change the definition?

   Students should be able to see that not only patterns of resources are in contradiction during a conflict, patterns of activities are also. You should work with students to approximate the following definition of political conflict: Political conflict occurs when differences in patterns of resources and activities contradict each other over time and a political system operates in a different way (see objective #2).

5. Do you think some people are right and others are wrong about busing? Who would you say is right? What seems to make them right and others wrong?

   This question is designed to get students to begin to think about their own values and opinions regarding busing and equal educational opportunity. They should see that there are a wide range of views and give reasons for their positions. More work on considering the ethical aspects of busing will be included in later activities in this unit.

If you want students to prepare out of class for the next activity, ask them to begin reading the photochronology in Activity Two (pages 20-48) and to answer the questions that accompany each part of the photochronology.

Busing in Boston
Activity One

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teachers Guide, fold them over, place a stamp in the space indicated, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   [ ] This activity just took too long to get through and this inhibited student interest and learning.
   [ ] This activity proceeded at just the right pace to keep the students learning and interested.
   [ ] More time really needed to be spent on the lessons in this activity.
   [ ] Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   [ ] I thought the objectives were worthwhile -- that is they were things my students should know.
   The objectives were not worthwhile for my...
   [ ] ...high achievement students.
   [ ] ...average achievement students.
   [ ] ...low achievement students.
   [ ] I thought the objectives were appropriate -- that is they were suited to the ability of my students.
   The objectives were not appropriate for my...
   [ ] ...high achievement students.
   [ ] ...average achievement students.
   [ ] ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   [ ] The reading level of the materials was suitable for all my students.
   [ ] The reading level of the materials was suitable for my students except for the very low ability students.
   [ ] The reading level of the materials was suitable for my students except for the very high ability students.
   [ ] The reading level of the materials was inappropriate for most of my students.
   [ ] Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   [ ] The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   [ ] The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   [ ] The audio-visual exercises were neither interesting or helpful to the students.
   [ ] Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   [ ] high ability students
   [ ] average ability students (check appropriate places)
   [ ] low ability students
   were achieving the objectives.

Busing in Boston
Activity One

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

FIRST CLASS
PERMIT NO. 126
Bloomington, Ind.

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

Postage Will Be Paid By

Indiana University
Social Studies Development Center
513 North Park
Bloomington, IN 47401

Comments:

ACTIVITY TWO: US AND THEM

Activity Two is designed to introduce students to two factors which affect political conflict: inequality and competition. Part A gives students a history of the busing controversy in Boston and asks students to compare what has happened in Boston to other cases of political conflict. They will learn what has happened in the controversy as well as speculate about reasons why the conflict occurred. Part B focuses on two factors which affect conflict: inequality and competition. Students will work with data packets to draw conclusions about the effects of inequality and competition on conflict. Part C includes a case, "Boycott," which leads students into skill exercises in moral reasoning and political participation.

Each of the three parts is laced with analytical and skill learning exercises. The "Political Issues Skills Kit" contains these exercises. When skill exercises are referred to in this Activity, you should turn to the kit for further information. The kit and the student materials will be used side by side in this Activity.

Instructional Objectives

As a result of working with Activity Two, students should be able to achieve the following objectives:

1. To identify how inequality and competition affect political conflict. Partial achievement of this objective can be determined by students' work with the data packet "Us and Them" and class discussion. Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

2. To identify questions useful for inquiring into political conflict. Partial achievement of this objective can be determined by student work with the section of the skills kit on question-asking (Section I, Part A). Final mastery of the

objective can be measured by correct responses to questions on the Mastery test for this unit.

3. To make comparisons across different cases of political conflict. Partial achievement of this objective can be determined by student responses to questions about the four cases at the end of the photochronology as well as their work with the section of the skills kit on comparison (Section I, Part E). Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

4. To recognize evidence that is useful for understanding political conflict. Partial mastery of this objective can be determined by student work with the data packet "Us and Them" and their work with the section of the skills kit on evidence (Section I, Part C). Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

5. To recognize and evaluate the performance of various participant roles in political groups. Partial mastery of this objective can be determined by student performance in role play exercises in the skills kit (Section III, Part A). Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

6. To identify a sequence for the consideration of moral and ethical issues. Partial mastery of this objective can be determined by student work on moral reasoning exercises in the skill kit (Section II, Part A). Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

Instructional Procedures

Thi instructional procedures for this Activity are divided into three parts which parallel the divisions in the student materials. It is the longest Activity in the unit and should take from 7-10 instructional days.

Part A: Introduction: A Photochronology

Pages 20-48 of the student materials provide students with a history of the busing controversy in Boston. It is important that students know what has happened over the last ten years in the Boston school system. The data in the photochronology will give them a working base for under-

standing many of the fundamental concepts and skills in the unit.

You should move through the photochronology on a piece-by-piece basis. Students should read the material in or out of class and respond to the discussion questions. You should hold a class discussion on each set of questions. After the first set of questions are discussed, turn to the skill exercise on question-asking and work through it with students. It will help them to formulate their own questions about conflict in Boston and they will gain more from the photochronology.

The instructional procedures for this section of Activity Two can be outlined in the following steps:

1. Ask students to read pages 20-30 in the student materials and to write brief responses to the questions on page 30. Then hold a class discussion which uses the questions as its base. The questions and prototypic responses are given below:

   (1) What are some major differences in the types of resources which people in South Boston, Hyde Park and Roxbury have had?

   People in Southie have held the political power in the city. They also have security in strong family ties. People in Hyde Park have more wealth and generally better schools than the other communities. People in Roxbury are discontent and value education. They have motivation to improve the education of their children.

   (2) What resources has the School Committee traditionally had?

   The School Committee dominates policy-making in the schools. They have the authority to hire and fire personnel, build schools, and make general policy and curriculum decisions.

   (3) How do you think the resources of each of the communities and the Committee contribute to the busing conflict?

   Each has a stake in the schools. South Boston wants to protect its community ties and political power. Hyde Park wants to keep its schools. Roxbury wants a larger share in

the political and educational resources of the city. Busing becomes a focal point for these groups to clash. The School Committee is at the center and will lose power if the groups fight too hard.

2. Turn to the skill kit and work through an exercise on question asking in Section I, Part A. Further instructions are included in the kit (This exercise is directly linked to objective #2).

3. When you have finished the lesson on question asking, ask students to read pages 31-34 in the photochronology and answer the questions on page 34. Also ask them to formulate at least one question of their own which they think is a good question (objective #2).

4. Lead a class discussion of the questions on page 34. Also discuss some of the students' questions. The questions and typical responses are outlined below:

   (1) <u>What groups have been involved in the busing issue</u>?

   Students should be able to list the School Committee, the media, the Mayor, Louise Day Hicks, the State Education Commission, the Massachusetts State Legislature, the NAACP. They should see that both individuals and groups have made a variety of contributions to the busing controversy.

   (2) <u>What activities have these groups engaged in</u>?

   Students should see that legislative and judicial action has been taken. Demonstrations have been held. Information has been disseminated from a wide variety of sources.

   (3) <u>How do you think the activities of various groups have contributed to the busing conflict</u>?

   A wide variety of groups participating in the issue of busing have changed the leadership, decision-making and participation patterns of educational policy-making. The School Committee is no longer in control. This contradiction in normal activity patterns contributes heavily to the conflict.

5. Ask students to read pages 35-48 of the photochronology, and to answer the questions on page 48. Again ask them to formulate at

least one good question of their own (objective #2).

6. Hold a class discussion based on the discussion questions. Students should have a very firm grasp of what is happening in Boston and how the idea of conflict applies to the Boston case. Use the questions below as a guide for discussion. Prototypical responses are also outlined for each question.

(1) <u>What kinds of incidents happened after school opened in September that would lead you to say there was a political conflict over busing in Boston</u>?

Students may immediately jump to say that there was violence in the schools and that this is a characteristic of conflict. This is certainly true, violence is one event that usually accompanies conflict. The deeper characteristics are that relationships among actors and the distribution of resources is changing and in contradiction with old ways of doing things. Therefore, the Court ordering the School Committee to prepare a Phase 2 plan by December 16, the actions of Mayor Kevin White, and the activities of Freedom House and ROAR are more fundamental indicators of conflict.

(2) <u>How did changes in political resources contribute to the conflict</u>?

Previously, the School Committee had held most resources in education. During the time busing was beginning, new groups emerged that had money, numbers and institutional backing. The Mayor was meeting with parents from South Boston. The South Boston community was gaining political recognition because of its protest. Blacks were showing the strength of numbers in pre-busing marches as whites were with anti-busing demonstrations. Money was being poured into paying police. In each case, new resources were developed and the balance of power shifted. As a result, the conflict was intensified.

(3) <u>How did changes in political activities contribute to the conflict</u>?

Most of the groups involved in busing were new actors in trying to influence educational policy. Parents and students were acting in demonstrations for the first time. The police, the mayor, and other officials were trying to control a very disruptive situation for the first time. In each case, new leaders emerged and the elite dominated system was rocked by new groups. The system became coalitional in a very short period of time. Changes in activities also intensified

the conflict and many groups were competing for power.

(4) Why do you think the conflict occurred?

This is a speculative question, but students should see how groups like parents in South Boston had a stake in the busing issue. They felt the issue was important and threatening. So did other groups. New political forces arose which were in opposition to each other and to the established system. There was also a basic inequality in the system, both in terms of political power and education, which contributed to the conflict.

(5) Do you think some of the general causes of the busing conflict in Boston would also be important to any other political conflict situations such as a conflict over city parks or U.S. foreign policy?

This question attempts to get students to think about general causes of conflict. Many times conflicts arise because people have stakes in opposite policy outcomes. Also, new forces arise in a stable political structure which produce conflict. Try to draw students out to think about general causes. There are no right or wrong answers to this question at this time.

7. Students will now read one of four comparative cases about political conflict. The purpose here is for students to be able to apply their definition of conflict to more cases than the Boston case. You should break students into groups and have each group read one of the four cases on pages 49-50. The cases are listed below:

(1) Court-Ordered Busing in Detroit, pp. 51-53
(2) The Crosstown Controversy, pp. 54-55
(3) The Equal Rights Amendment, pp. 56-63
(4) The Price of Oil, pp. 64-68

8. When students have completed their group work, hold a class discussion focusing on the questions on pages 49-50. The questions and prototypical responses are listed below:

(1) What is the conflict about in each of these cases?

Detroit: Busing

Chicago: The construction of the Crosstown Expressway

U.S.: The Equal Rights Amendment

O.P.E.C.: The Price of Oil

Have students elaborate and explain the case to other students.

(2) How are patterns of resources changing in each of these cases?

Detroit: Inequality in education is being equalized through forced busing. New groups are emerging to challenge the power structure.

Chicago: Mayor Daley's power is challenged by Governor Walker. Money and energy is being diverted to a new expressway instead of other needs.

U.S.: Inequality for women is being challenged. New groups such as NOW are emerging. The power of House and Senate Committees in challenged.

O.P.E.C.: Vast differences in oil reserves and production produce differences in policy preferences for OPEC members. Saudi Arabia's power is challenged.

(3) How are patterns of activity changing in each of the four cases?

Detroit: As in Boston, the focus for decision-making changed from the Detroit School Board to other groups. New leaders emerged and more people became involved in participating in the conflict.

Chicago: New groups are formed and taking a stand against the mayor. Decisions must include the Governor's opinions.

U.S.: Martha Griffiths decided to challenge the House Judiciary Committee through a discharge petition. Her leadership shifted the way that decisions were made and allowed ERA to pass. Others also took leadership roles.

O.P.E.C.: OPEC nations were gaining more control over oil companies and the decision of the price of oil became one they could influence. Without relying totally on the oil companies.

(4) What kinds of contradictions are the focus of the conflict in each of the cases?

Detroit: Inequality vs. quality education; court power vs. school board power.

Chicago: Daley power vs. Walker power.
Use of funds.

U.S.: Inequality vs. women's rights.
Judiciary Committee dominance vs. general congressional action.

O.P.E.C.: Control by oil companies vs. control by OPEC members.
Saudi Arabia's resources and production vs. other OPEC members.

(5) Why do you think each of these conflicts happened?

Allow students to speculate freely about this question. Try only to get them to see that resource and activity patterns are changing and that the basic reasons are in long-standing questions of inequality, control, and participation patterns.

9. Now students have looked at four independent cases of conflict. At this point, they need a short skills lesson in comparison. Turn to the skills kit and look at the exercises in Section I, Part E. Choose one lesson and use it to teach students skills in making comparisons. The instructions for the lesson are included in the kit (see objective #3).

10. Now go through the questions on the cases once again and ask students to make comparative statements about conflict in Boston compared to conflict in Detroit, Chicago, the U.S. or OPEC based on the group work and class discussion they previously had.

At this point in the activity, please fill out the teacher reaction form included on the next few pages. Return it to us as quickly as possible.

Busing in Boston
Activity Two, Part A

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teachers Guide, fold them over, place a stamp in the space indicated, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ___ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
     The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.
   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
     The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

Busing in Boston
Activity Two, Part A

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

FIRST CLASS
PERMIT NO. 126
Bloomington, Ind.

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

Postage Will Be Paid By

Indiana University
Social Studies Development Center
513 North Park
Bloomington, IN 47401

Comments:

Part B: Inequality and Competition

Part B of Activity Two is designed to teach students two basic reasons for conflict: inequality and competition. Both of these concepts are explained on pages 69-70 of the student materials.

The instructional procedures for this part of the Activity are outlined below:

1. Divide students into groups of 4-5 students each. Ask the students to read pages 69-70 of the student materials. Then ask them to analyze the material on inequality and competition in the data packet, "Us and Them." Students should first read the Boston material and then the Detroit material located on the left-hand side of the data packet. They should then answer question 1-4 on page 71 in the student materials.
2. When students have completed examining the Boston and Detroit materials, you should hold a class discussion focusing on the first four questions on page 71. The questions and prototypic responses are outlined below:

   (1) What basic inequalities are demonstrated in the Boston maps and tables?

   The maps of student movement from elementary through high school show that blacks are bused to largely black schools, often at considerable distance. The tables illustrate that schools with large black enrollments are underutilized, have more provisional teachers and very few black administrators. Black students are clearly not receiving many of the possible benefits of equal educational opportunity in Boston.

   (2) What are similarities and differences in the competing busing plans in the Boston Globe Article?

   The School Committee wants a voluntary busing plan and resource centers. The NAACP has a competing view. They want specific assignment of students to achieve a constitutional racial mix. The Home and School Association

presents a different argument. They want to stop white flight and bad feeling through voluntary busing. Mayor White wants to cut costs and relieve overcrowding by creating new schools.

(3) How do inequality and competition contribute to the busing conflict?

Inequality increases people's stake in a conflict. Clearly, there is obvious data to support the argument that black students do not have equal educational opportunity. Many groups use this data to promote busing. Competition intensifies conflict. All the groups try to counter each other's arguments and in so doing they are forced to define a narrow position and compete for the solution they prefer. This is an important question which focuses on objective #1.

(4) What are some similarities and differences between the way inequality and competition affect conflict in Boston and in Detroit?

Some similarities are that in both cases, inequality was evident and clearly increased people's stake in the conflict. Some of the groups which benefited the most (therefore had a greater stake) were in the suburbs. In both cases there was also considerable competition which intensified the conflict. The major difference between Boston and Detroit was that the Detroit plan included the suburbs. Therefore, people had a much more unequal situation with much higher stakes. There were also many more groups involved which brought about more competition and a higher level of intensity in the conflict (see objective #1).

3. At this point students will benefit from doing a skill lesson in gathering evidence. It will aid them in examining the remaining materials in the data packet and in drawing conclusions from the data. Turn to Section I, Part C of the skills kit and choose a lesson on evidence gathering. The instructions for carrying out the lesson are included in the kit (see objective #4).

4. Divide the students again into groups of 4-5. Ask them to examine the material on Chicago, the U.S., and OPEC in the

righthand side of the packet "Us and Them," and to answer questions 5-8 on pages 71-72 of the student materials. Remind them to practice their evidence gathering and comparison skills as they study the material.

5. Conduct a class discussion of question 5-8. The questions and prototypic responses are outlined below:

(5) How is the conflict in Chicago similar or different from Boston?

Inequality and competition again play major roles in the Crosstown expressway conflict. The inequality revolves around money for roads and the power of Mayor Daley over others. Competition between the Mayor and Governor Walker intensifies the conflict. Students should be able to find specific examples of this in the data packet material. The major difference between the two is that the Chicago conflict is much more of an intergovernmental fight and is much narrower in scope.

(6) How is the conflict over ERA similar or different from Boston?

The ERA case illustrates inequality in jobs, salaries and opportunities for women. Because the inequality fundamentally affects everyone in society, the stakes are very high. There is also considerable competition between groups like NOW and the HOTDOGS as well as coalitions and committees in Congress which intensifies the conflict. The major difference between the two conflicts is that the ERA conflict is formally built into the rules of the Congress. The norms of the party system support competition and the rules of the Congress support alternative routes to decision-making. In this way, the conflict over ERA is more routinized than other conflicts.

(7) How is the conflict over the price of oil in OPEC similar or different from Boston?

The inequality of oil and production resources has brought about the conflict within OPEC. Competition among nations for markets and prices is high. The major difference in the conflicts is that OPEC has no dominant power structure which is threatened by new groups.

(8) Do inequality and competition seem to have similar effects on conflict in all four cases? What are the similar effects? What are the differences in effects?

Inequality increases stakes in each case. Competition intensifies conflict in each case. Students should be able to produce a wide range of evidence to support these statements. Differences involve fundamental changes in power and the scope of the conflict (see objective #1).

Part C: Boycott

The "Boycott" case is designed to get students as individuals involved in the unit. They have learned a great deal about what other people think about and do in conflict situations. Now we want to explore their opinions and have them begin to think about and learn skills relevant to conflicts in their own everyday lives.

The case should be used as a short leader into lessons on moral reasoning and participant roles. The case should be discussed briefly and then you should move to the skills kit. The instructional procedures for this part of Activity Two are outlined below:

1. Ask students to read the "Boycott" case on pages 73-76 of the student materials.
2. Use the questions on page 73 to lead a brief class discussion about the case. Any response should be accepted at this point. The purpose is to get students to think about their own opinions and actions they might take.
3. Turn to Section II, Part A of the skills kit and choose a moral reasoning episode to use as the base for a skill exercise on moral reasoning. The instructions for the exercise are included in the kit (see objective #6).
4. Turn to Section III, Part A of the skills kit and choose an role play exercise to use as a base for students practicing participant roles. The instructions for the exercise are included in the kit (see objective #5).

5. Turn to Section III, Part B of the skills kit and choose an out-of-class activity in which students can gain experience in practicing participant roles in everyday settings. The instructions for the exercise are included in the kit.

This is the end of this activity. Students will move on to learn about group mobilization and how it affects conflict. If you want students to begin preparing out of class for Activity Three, ask them to begin reading the diary of Freedom House on page 79 of the student materials.

Busing in Boston
Activity Two, Part B

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teachers Guide, fold them over, place a stamp in the space indicated, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

Busing in Boston
Activity Two, Part B

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
     The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.
   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
     The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

Busing in Boston
Activity Two, Part B

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

FIRST CLASS
PERMIT NO. 126
Bloomington, Ind.

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

Postage Will Be Paid By

Indiana University
Social Studies Development Center
513 North Park
Bloomington, IN 47401

Comments:

ACTIVITY THREE: GETTING IT TOGETHER

Activity Three is designed to introduce students to two additional factors which help to explain political conflict: mobilization and interdependence. Students will learn about these concepts by analyzing a diary of the growth of the Institute for Schools and Education, which is part of Freedom House. The Institute is an example of a group that was formed in response to the busing order. Its growth and activities demonstrate how mobilization and interdependence affect conflict. The concepts are explained on pages 77-78 and pages 92-94 of the student materials.

Students will also learn two important skills during this Activity. They will first learn how to make generalizations about political life and apply their skills to Boston and other conflict situations. They will also learn how to formulate and test hypotheses about political life. Acquiring these skills should aid students in being able to identify and analyze conflict across a wide variety of situations. You will be using the skills kit at several places in the Activity to teach these skills.

Instructional Objectives

As a result of working with Activity Three, students are expected to be able to do the following:

1. To identify how mobilization and interdependence affect political conflict. Partial achievement of this objective can be determined by class discussion of the Freedom House diary. Final mastery of the objective can be measured by correct responses to questions on the Mastery Test at the end of this unit.

2. To formulate generalizations about political conflict. Partial achievement of this objective can be determined by student work with the lesson on generalizations in the skills kit.

3. To develop and test hypotheses about political conflict. Partial achievement of this objective can be determined by student work with the lesson on hypothesis testing in the skills kit. Final mastery of the objective can be measured by correct responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

Students will first learn about mobilization and interdependence by studying the diary of Freedom House. They will also learn to make generalizations as they analyze the growth of the Institute on Schools and Education within Freedom House. Finally, students will extend their knowledge and skills by studying additional material on the Equal Rights Amendment.

This is a relatively short activity which should take approximately a week of instructional days. The instructional procedures for the Activity are outlined below:

1. Ask students to read the diary of Freedom House on pages 77-91 and to answer the questions on pages 78 and 91.
2. Hold a class discussion which focuses on the effects of mobilization on political conflict. Questions and prototypic responses are outlined below:

   (1) What are the steps in the growth of the Institute on Schools and Education?

   Students should state what the Institute is and then list steps in its growth which approximate the following list:

   a. Meeting with Superintendent Leary.

   b. Ellen Jackson becomes Director.

   c. Press conference and statements with 700 signatures in support of busing.

   d. Planning sessions for Racial Imbalance Hearings.

   e. Meetings with community leaders are held.

f. Task forces on media, safety and transportation, community relations, and curriculum and staff development are formed.

g. Meetings with NAACP lawyers who filed suit against Boston School System.

h. Meeting with Governor about blocking repeal of Racial Imbalance Law.

i. Meetings with parents about fall busing situation.

j. Full-time media coordinator is hired.

k. Radio program begins.

l. Hotline phones begin.

m. Work with teachers to prepare for fall busing.

n. Meetings are held to organize the community for dealing with problems of busing.

o. Television spots begin.

p. Hotline phones, police and volunteers are used for rumor control.

q. Alternative classes are held for students who have any trouble in school.

r. Community Social Services Group is formed to plan for Phase 2 busing in the next year.

(2) What common goals did people who joined the Institute have?

They wanted to help people deal with problems of the school system, especially busing. Students should be able to list some individuals or groups that joined with Freedom House and what they wanted to accomplish.

(3) What major activities did the Institute undertake?

Students should review the steps in the formation of the Institute and pick out activities such as press conferences, meetings, radio programs and other activities.

(4) Does the Institute seem to have had any effect on the busing crisis?

Students should see that the mobilization of Freedom House has served to organize people with common interests in promoting busing. Together, these people have had a

significant impact in making proposals and guiding the community in the busing conflict. Without this group, the voices of many people would not have been heard (see objective #1).

3. Turn to the skills kit and teach students one of the lessons on making generalizations found in Section I, Part D of the kit. The instructions for the skill exercise are included in the kit (see objective #2).

4. Ask students to read pages 92-94 on the concept of interdependence in the student materials. Ask students to look again at the Freedom House diary and to answer the questions on pages 93 and 94.

5. Hold a discussion of the concept of interdependence and encourage students to use their skills in making generalizations in their analysis of the concept. Questions for discussion and prototypic responses are outlined below:

   (1) <u>What groups were involved in some way with the activities of the Institute on Schools and Education</u>?

   There are many groups such as: 1) the NAACP; 2) parents; 3) task forces; 4) the press; 5) the Governor; 6) teachers; 7) Lena Park Community Center; 8) Model Cities; 9) Elma Lewis School; 10) the Roxbury Multi-Service Center; 11) the Educational Service Center; 12) Roxbury District Governing Group; 13) the police; 14) students.

   (2) <u>If the Institute could determine the outcome of the busing issue, what would it be</u>?

   There would be busing in order to achieve maximum racial balance in the Boston schools.

   (3) <u>What other groups did the Institute have to take in to consideration in promoting busing? What were the goals of these groups</u>?

   Students should look at the groups that joined with the Institute and had similar goals. They should then look at other groups such as ROAR, the School Committee, etc, and see widely different goals.

(4) How did other groups affect the activities of the Institute?

The Institute had to respond to many groups. Because parents were worried and confused, they held meetings in the community. Because legislators wanted to repeal the Racial Imbalance Act, they testified at hearings. Because "Save the City" groups like ROAR were demonstrating, they formed a coalition of groups to work for "rational" solutions to busing problems. Students should be able to make generalizations about the effects of interdependence on conflict from this information, i.e. "Interdependence widens the scope of conflict," or "Interdependence brings more groups into a conflict and complicates and prolongs conflict." (see objective #1 and #2)

6. Ask students to read the ERA case on pages 94-103 of the student materials. They should respond to questions on pages 102-03. They may want to work in small groups, and this should be encouraged.

7. Before students discuss the ERA case, turn to the skills kit and teach a lesson on hypothesis testing in Section I, Part B. This will aid students in thinking about the comparisons between ERA and the Institute. The Instructions for the skill lessons on hypothesis testing are included in the skill kit (see objective #3).

8. Now, ask students to think again about the ERA case and the questions which follow it. Ask them to develop one hypothesis which they think can be partially tested by the information they have about the Institute on Schools and Education and NOW. They should also think specifically about what data they could use for testing their hypotheses.

9. Hold a discussion about mobilization and interdependence based on the questions at the end of Activity Three. Be sure to discuss student hypotheses and data as you move through the questions.

Questions and prototypic responses are listed below:

(1) What were some of the major steps in the growth of NOW?

Many steps could be stated. A few are listed below:

a. NOW founded in 1966.

b. Local chapters were established.

c. Provided testimony at Senate hearings.

d. Joined with other women's organizations to promote ERA.

e. Organized for state battles for ratification of ERA.

f. Formed a coalition, the National Equal Rights Amendment Ratification Council.

(2) What goals did people share who belonged to NOW?

They wanted to help women achieve equality with men in the home and society.

(3) What activities did NOW undertake in the ERA controversy?

NOW has set up local chapters, testified at Senate hearings and joined with other groups in a coalition of women's organizations. The group has been active in a wide range of activities.

(4) Does NOW seem to have had any effect on the passage of ERA?

NOW has had a significant impact on the passage of ERA. NOW's activities have contributed to ERA's passage in both Houses of Congress and on its passage in state legislatures.

(5) What are some similarities and differences in the mobilization of the Institute on Schools and Education and NOW?

In both cases, the groups were formed from people who had common goals responding to an issue. In both cases, mobilization was accomplished by joining with other established groups. Have students generate some hypotheses about the mobilization process and bring evidence to bear on them from the two cases (see objective #1).

(6) What effects did each group seem to have on conflict?

In each case, mobilization of a group contributed to the organization of a conflict situation. Coalitions were formed and the conflict was prolonged.

(7) What other groups did NOW have to take in to consideration in promoting ERA? What were the goals of these groups?

NOW had to consider the Congress and its diverse set of goals. They also had to consider groups such as the HOTDOGS that wanted to stop ERA. Key to their strategy were groups such as Common Cause and the National Women's Political Caucus who agreed with them in their goal of promoting ERA.

(8) What effects did interdependence have on conflict in both Boston and on the ERA controversy?

In both cases interdependence widened the scope of the controversy and new political forces appeared. Have students generate some hypotheses about the relationship between interdependence and conflict. Ask them to use data from the two cases to partially test their hypotheses (see objectives #1 and #3).

Busing in Boston
Activity Three

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teachers Guide, fold them over, place a stamp in the space indicated, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ___ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

Busing in Boston
Activity Three

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.

     The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

     The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

Busing in Boston
Activity Three

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

FIRST CLASS
PERMIT NO. 126
Bloomington, Ind.

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

Postage Will Be Paid By

Indiana University
Social Studies Development Center
513 North Park
Bloomington, IN 47401

Comments:

ACTIVITY FOUR: BUSING AND THE FUTURE

Activity Four is designed to teach students about how to forecast future trends in a conflict situation. It also teaches them about conflict management skills. Students will use the knowledge they have acquired in this unit to study the Phase 2 Plan approved by Judge Garrity on May 10, 1975. They will then move to the skills kit to learn about alternative futures and predict alternative futures for the Boston case. Finally, they will do in-class and out-of-class participation activities involving conflict management skills.

This is a relatively short Activity which should take 3-4 class days to complete. You should use the student materials as a starting point for teaching skills of forecasting alternative futures and conflict management in the skills kit.

Instructional Objectives

As a result of working with Activity Four, students should be able to achieve the following objectives:

1. To analyze alternative futures of various political systems. Partial achievement of this objective can be determined by student work on the alternative futures section of the skill kit. Final mastery of the objective can be measured by student responses to questions on the Mastery Test at the end of this unit.

2. To demonstrate conflict management skills in political situations relevant to them. Achievement of this objective can be determined by student work on the conflict management section of the skills kit.

Instructional Procedures

You should use the material on pages 104-108 as a starting point for introducing students to alternative futures and participation in conflict situations. Then move to the skill kit to complete the Activity. The

Instructional procedures for the Activity can be outlined as follows:

1. Divide students into small groups of 4-5 students each. Ask them to read pages 104-108 in the student materials and to answer questions on page 108.
2. Hold a brief class discussion on the questions. The questions and prototypic responses are outlined below:

   (1) What is different about the plan for 1975-76 compared to what happened in busing during 1974-76?

   Racial balance guidelines vary widely, depending on the composition of the district. Seniors can stay in their own schools. It also creates city-wide schools with 26 magnet schools.

   (2) What do you think will happen in the Boston schools in 1975-76?

   Open for reasonable responses from students.

   (3) Give some reasons why you think your prediction is sound.

   Open for reasonable responses from students.

   (4) Can any person or group do something to help the school situation in 1975-76? What do you think they can do?

   Open for reasonable student responses.

3. Turn to Section I, Part F of the skills kit and choose a lesson on alternative futures to teach students. They should then see whether or not their original predictions about the Phase II Plan continue to make sense. Instructions for the futures lesson are contained in the kit (see objective #1).
4. Turn to Section III, Part C of the skills kit and choose a lesson on conflict management skills. The instructions for the lesson are included in the kit. Then ask students what might be done in the 1975-76 school year in Boston to ease the conflict (see objective #2).

5. Turn to Section III, Part D of the skills kit and choose an out-of-class activity in which students can practice conflict management skills. The instructions for the lesson are included in the kit.
6. Administer the Mastery Test for this unit.
7. Be sure to fill out the evaluation form on the next few pages and return it to us as soon as possible.

Busing in Boston
Activity Four

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your Teachers Guide, fold them over, place a stamp in the space indicated, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

Busing in Boston
Activity Four

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
     - The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.
   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
     - The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

Busing in Boston
Activity Four

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

FIRST CLASS
PERMIT NO. 126
Bloomington, Ind.

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

Postage Will Be Paid By

Indiana University
Social Studies Development Center
513 North Park
Bloomington, IN 47401

Comments: